

PORT TOWNSEND SCHOOL DISTRICT NO. 50
6:00 p.m. Regular School Board Meeting
February 13, 2017
“Learning Through a Sense of Place”

Mission:

Through community-focused maritime place-based projects, students develop effective thinking, effective action, and effective relationships. As a result, our students demonstrate meaningful accomplishments as engaged citizens.

Vision: We create and enable the culture, competence and conditions to ensure each student is prepared for meaningful work and engaged citizenship in our diverse and rapidly changing world.

01. Location/Time

01.01 Gael Stuart Building, Room S-11, 1610 Blaine St., 6:00 p.m.

02. Call to Order

- 02.01 Roll Call
- 02.02 Pledge of Allegiance

03. Agenda

03.01 Agenda Approval

04. Recognition

- 04.01 Superintendent
 - 04.010 Hero Awards
 - 04.011 WSSDA Certificate

05. Public Comments

06. Board Correspondence

- 06.01 Letter from T. Wexman regarding the new elementary school construction
- 06.02 Letter from W. McQuillen regarding naming of the new elementary school

07. Reports

- 07.01 Capital Levy Update – Brad Taylor, Amy Khile
- 07.02 Learning Organizations and Adaptive Change – Sarah Rubenstein, Katy Karschney

08. Unfinished Business

08.01 New Elementary School Name

09. New Business

10. Policy Review

11. Board Member Announcements/Suggestions for Future Meetings

12. Next Meeting

12.01 Regular Board Meeting, February 27, 2017, 1610 Blaine St., Room S-11, 6:00 pm

13. Executive Session – (if necessary)

14. Adjournment

JAN 23 2017

For publication:

Like their cohorts in city government, school board members hereabouts love to build from scratch. They've long cherished a costly hillside replacement for Grant Elementary and, if at first they don't succeed, they'll try and try again. One District Superintendent quit in disgust after twice failing to gain the support of the community. I wonder---was it the school board or they community he disdained?

A hastily engaged "interim hire" took his place. In February of 2012, the new guy steered a modest general capital levy in the amount of \$4,726,000 to fruition. Among other things, the levy allocated \$750,000 to modestly improve Grant School. \$500,000 was earmarked "the demolition of Lincoln School."

A brand-new superintendent was installed. I early-on attempted to convince David to imaginatively improve upon what we already had; yet, bowing to pressure, he yielded to those on the Board who would consider nothing less than an "all-new" school. Together, they continued in efforts to promote a costly hillside plan---and finally got their way! Soon thereafter David abandoned the field. His successor is about to squander millions on the hillside---while Lincoln School, a shabby remnant of its former self, remains standing amidst a broken sea of poisonous asphalt

I say Grant Elementary might have been imaginatively upgraded during summer break for under \$10,000,000---the end result loved a great deal more than the featureless substitute that is presently in the works.

Todd Wexman
Port Townsend
379-1596

JAN 27 2017

Robert Sommer

p-108

Designed for Learning

The technical means for gaining increased flexibility in school design, albeit at increased cost, have raised questions about the proportion of the building to be committed to convertible space such as a cafeteria or library study hall. There are many architects and administrators who feel that flexibility is desirable, but sometimes its cost is too great. Not only can the sense of transience affect morale, but the users may not know how to allocate space effectively and results will be spatial confusion and discord. One drawback of flexibility is that it precludes the use of specific design features intended to optimize particular functions.

There's a point at which the price of flexibility is too high in terms of functional efficiency.

Since teaching methods are changing, and it is difficult to forecast where things are going, the best alternative to infinite flexibility and "loose-fitting" space is to provide for many different sorts of spaces so that a new activity can be accommodated somewhere within the existing structure.

JAN 27 2017

January 25 2017

The Port Townsend School District Board of Directors

My name is Kloo-Aathl from the Waatch village of the **Kwih-dich-chuh-ahtx** (Makah) people. In Port Townsend I am known as Walter McQuillen. I graduated in 1980 in Port Townsend.

Out of the five choices you've narrowed the naming of Grant Street School, Chetzemoka Elementary concerns me. I was raised with my Grandfather, a hereditary Chief. I carry the family title when he moved on to the next world. With all the teachings of family and customs I was always taught history. And along with other local tribes I was taught about the S'Kallams and the history that affected my family.

Cheech-Ma-Ham (Chetzemoka) and his choices to help the European people was not looked on kindly. As he was considered a hero by the European's, my native teachings taught otherwise. This brings me to the reason why I write. I ask you to understand that not all natives view this Chief the way he is written up in history as a hero.

Thank you,

Kloo-Aathl
Walter McQuillen
442 Cass St
Port Townsend
(360) 531-2207



Capital Levy Analysis

January 31, 2017

EXPENDITURES

	Levy Budget	Prior Years Expenditures	FY 2016-17 Expenditures	Encumbrances	Total Expenditures	Balance Remaining	Transfer Recommended
Technology Transfer GF	959,210	813,454	25,612		839,067	120,143.46	
Phone System	134,815	134,815			134,815	-	
Gael Stuart Roof	0	-			-	-	
Roofing - HS & BH	179,052	179,052		6,448	185,500	(6,448.21)	6,448.21
HS Gym Lighting	0	-			-	-	
BH Track	122,622	122,622			122,622	-	
HS Heating	0	-			-	-	
BH Flooring	35,000	15,444			15,444	19,555.52	
BH Asset Preservation	90,000	5,438			5,438	84,561.86	
HS Remodel/Improvement	338,879	337,021	3,078	922	341,021	(2,142.10)	150,000.00
Bus Barn	749,000	110,616	1,990		112,606	636,394.15	
Safety	66,000	-	31,481	54,871	86,352	(20,352.04)	184,466.38
District carpet/flooring	266,000	26,356			26,356	239,643.69	(239,643.69)
Grant St	572,061	308,360	351		308,711	263,350.24	
Sidewalk replacement	80,000	-			-	80,000.00	(80,000.00)
Lincoln	500,000	11,319			11,319	488,681.50	
Facilities Planning	10,500	10,307			10,307	192.96	(192.96)
District Match ESCO Grant	471,485	465,796			465,796	5,689.25	(5,689.25)
Summer Work	29,071	29,071			29,071	-	
Other Projects	15,389	-			-	15,388.69	(15,388.69)
Cap Proj Dir - GF	106,916	79,667	9,048		88,715	18,201.01	
Total Levy	4,726,000	2,649,339	71,560		2,783,140	1,942,860	(0.00)

We are in the process of replacing the locks at Blue Heron, that is the \$54,871 that we have encumbered in safety. We are recommending the movement of various other line items to add to the safety line to accommodate the purchase of camera systems at both the High School and Blue Heron.

PT Board Presentation
February 13, 2017
How do we learn through a sense of place?

Katy Karschney, PhD
Instructional and Systems Coach

Maritime Discovery Schools: Guiding Principles

- *There is a direct correlation between a student's education and the health of a community.*
- *Learning is powerful when it is relevant and applicable.*
- *Hands-on craftsmanship is a complement to intellect.*
- *Our natural setting is unique, and offers incredible opportunity for learning.*

I. Introduction: MDS: *How are we leading for change?*

- *Why Heifetz and how does it fit in the MDS big picture?*

II. Heifetz: Adaptive vs. Technical Work

- *What is adaptive work?*
- *How do you lead differently when your goal requires adaptive work?*

III. A brief experience to engage around key concepts

- *Technical vs. Adaptive Challenges and Solutions*

IV. Q & A

Provided by Katy Karschney, Presenter
February 13, 2017
Port Townsend School District
Board of Directors Study Session

Ronald Heifetz: Leadership is an activity.

Technical Challenges

- *Although often quite difficult, the problem is clearly defined.
- *The job really is to coordinate behavior and mobilize people
- *More often than not, the leader(s) have the solution in mind and must often marshal the necessary resources
- *Equilibrium is fairly quickly restored. Preferences and routines are often challenged or changed, but not the very "heart and identity" of what we do and who we are...

Adaptive Challenges

- * No clear-cut solutions.
- * Require more than a "technical" fix.
- * Require learning, often to even define the problem itself.
- * Require the building of leadership capacity of those without leadership "authority"
- * Leaders encounter resistance from the very people for who own the challenge.
- * People must develop a higher threshold for disequilibrium. Often, adaptive challenges demand that people challenge and redefine their core beliefs and assumptions.

Ronald Heifetz: "Leadership is an activity. Leadership is what individuals do in mobilizing other people, in organizations or communities, to do what I call "adaptive work."

Adaptive work can mean clarifying a conflict in values, or bridging the gap between the values that we stand for and the current conditions under which we operate. When you have a problem or a challenge for which there is no technical remedy, a problem for which it won't help to look to an authority for answers - the answers aren't there - that problem calls for adaptive work."

Similarly, in organizational life, adaptive leadership requires an experimental mindset rather than an "I've got the answers" mindset. It's not enough to have a vision for the future and to identify a critical path for moving forward. Adaptive leaders have to understand that today's plan is simply today's best guess. They must be able to deviate from the plan when they discover realities they hadn't anticipated.

A brief interview with Ronald Heifetz:

Question: So how does adaptive leadership differ from technical leadership?

Ronald Heifetz: With a technical challenge, the problem and the fix are already known. That is, you're facing a challenge to which you have already developed a successful adaptation. So the job really is to coordinate behavior and mobilize people to perform at their best what they already know how to do. Now there's nothing trivial about solving technical problems. Technical challenges can be life- threatening, and technical problem solving can be life-saving.

But the urgency or importance of the challenge is not what distinguishes an adaptive challenge from a technical one. An adaptive challenge is primarily one that requires people to develop new ways of doing things. It requires people to suffer the losses of sifting through what organizational DNA to discard from their past. Technical challenges don't have the same demand. They require you to know the state of the art so that you can implement and mobilize organizational expertise.

Question: The most common source of failure in leadership, you write, is treating adaptive challenges as if they were technical problems. Why is that so?

Ronald Heifetz: Two reasons. First, when you attain a position of significant authority, people inevitably expect you to treat adaptive challenges as if they were technical - to provide for them a remedy that will restore equilibrium with the least amount of pain and in the shortest amount of time. That puts enormous pressure on people in authority to have the answer rather than to raise the tough questions. We see that dilemma even for a doctor having to tell a patient, "I can only solve part of the problem by operating - by doing surgery on your heart. The other part of the problem you're going to have to solve by changing your diet, your exercise regime, and by quitting smoking." Doctors are wonderfully trained in being technical experts, but they are very poorly trained in mobilizing people to change their ways.

An aspect of adaptive work that distinguishes it from technical work is that you cannot take the problem off people's shoulders. In adaptive problems, the people themselves are the problem; the solution, therefore, lies within them. If they don't change their ways, then you have no solution - all you have is a proposal.

The psychology of the leader also plays into this tendency to treat adaptive challenges as technical ones, doesn't it?

Ronald Heifetz: That's the second reason: people in positions of authority pride themselves on being able to fix the problems that other people can't solve. In the face of an adaptive challenge, it's hard for them to acknowledge that they've come to the edge of their expertise - that they no longer have the capacity to provide answers. And that the best they can do is to frame up the right questions, identify the key realities that need to be addressed, and then challenge people to take responsibility for tackling those problems.

Concepts can be found in Ronald Heifetz' books: Leadership on the Line and Leadership Without Easy Answers.

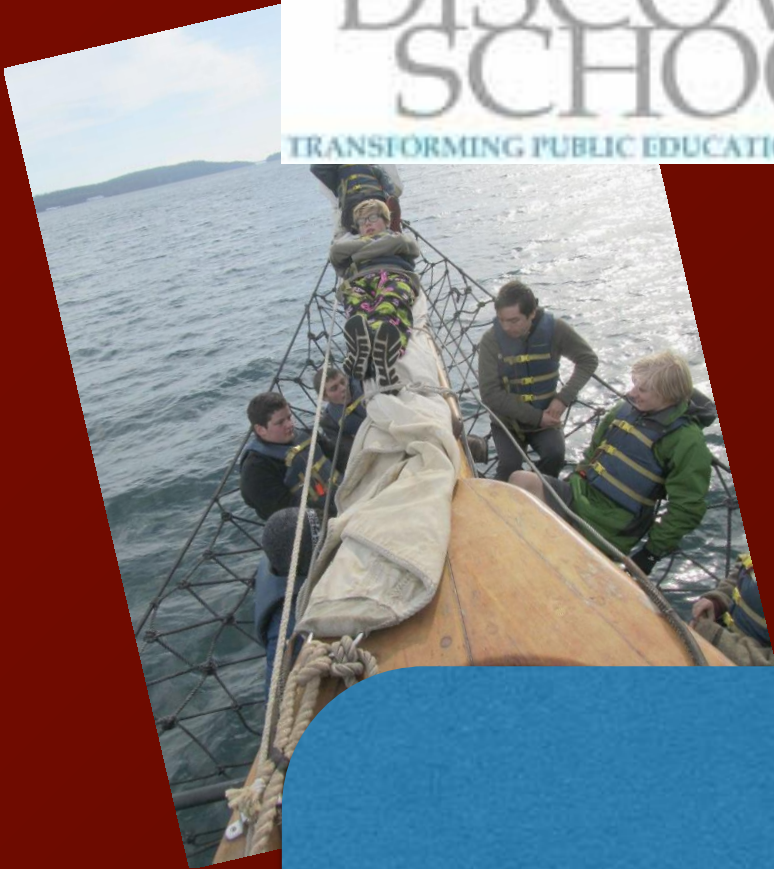
Welcome!



February 13,
2017

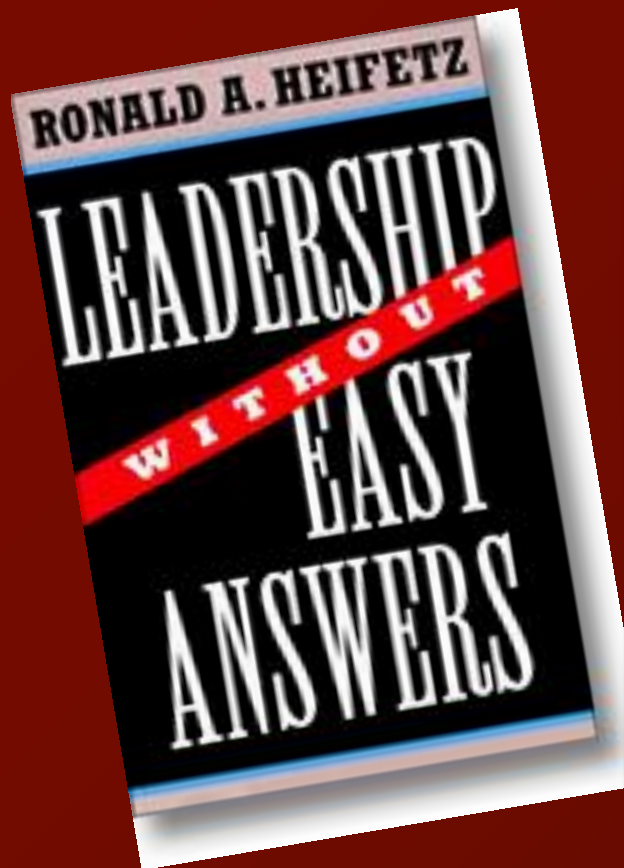
Port Townsend School District
Board Presentation

How do we learn through a
sense of place?



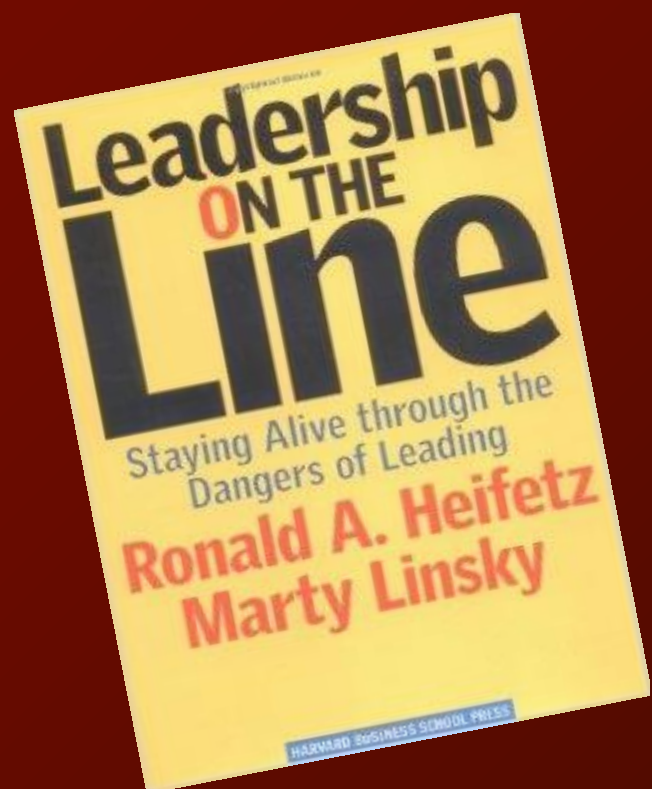
Guiding Principles

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- Learning is powerful when it is relevant and applicable.
- Hands-on craftsmanship is a complement to intellect.
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Classifying Problems

Situation	Problem definition	Solution and implementation	Kind of work
Type I	Clear	Clear	Technical
Type II	Clear	Requires learning	Technical & adaptive
Type III	Requires learning	Requires learning	Adaptive



~Ronald Heifetz